

Spanish III – (10th grade)

Monday 9/20/10

Objective/s: 1. Students will compare contrast their first day of school with that of a literary character. 2. Argue and justify points of views on Immigration.

Procedures: Students will proceed to review their homework responses from both the anticipation of the lesson (paso 2) and views on immigration articles. Since a lot of questions are open ended, students will need to justify answers. Students will finish presenting their essays and picture descriptions.

Hw: Find five facts about Jose Clemente Orozco. Then add an extra section explaining his connection with Dartmouth College, New Hampshire. Important: Analytical Test on Cajas de Carton tomorrow.

Materials: Multiple articles on immigration, Website: <http://www.dartmouth.edu/~spanmod/modulos/cajas/ant.html> and <http://www.dartmouth.edu/~spanmod/modulos/cajas/red.html>

Tuesday 9/21/10

Objective/s: 1. Students will complete a final analysis of the book Cajas de Carton.

Procedures: First students will work on an interactive online vocabulary activity where they will choose the words that best reflect the meaning of the original word (on bottom of paso 2 on Dartmouth website). They will also complete a syntaxes activity by pairing English and Spanish words online (bottom of paso 2 on Dartmouth website). In addition, students will talk briefly about Orozco and his painting (One of his paintings will be included on the evaluation). Finally students will complete analytical assessment.

Preguntas de interpretación

1. ¿Por qué crees que Panchito fue a la escuela y su hermano no?
2. ¿Por qué piensas que Panchito estaba nerviosísimo cuando subió al camión de la escuela?
3. ¿Por qué estaba Panchito tan contento cuando el señor Lema le dijo que le iba a enseñar a tocar la trompeta? ¿Por qué es importante la música para Panchito?
4. ¿Qué significado tiene el hecho (the fact) de que todo estaba empacado en cajas de cartón cuando Panchito llegó a la choza?
5. Mira el [panel #15](#) del mural de Orozco. Hay una representación de unos niños con su maestra. Describe a los niños y la maestra. ¿Qué emociones sientas al analizar este panel? ¿Qué intención tenía Orozco al pintarlo? ¿Qué pueden representar las personas en este panel?

Hw: Read page 1 of your book and answer the following questions: 1. ¿Desde cuándo se han utilizado los molinos de viento? 2. ¿Cuántas flores se necesitan para obtener un kilo de azafrán? 3. En qué provincia está el parque Nacional de las Tablas de Daimiel? 4. ¿Para qué servían las casa colgadas durante el siglo XIV?, 5. ¿Qué es el centro astronómico de Yebees?

Materials: Vocabulary and syntaxes activities , and Script from the book Cajas de carton

Website: <http://www.dartmouth.edu/~spanmod/modulos/cajas/ant.html>

Website: <http://www.dartmouth.edu/~spanmod/modulos/cajas/lec.html>

Wednesday 9/22/10

Objective/s: 1. Students will compare contrast cultural perspectives about the history and art of Castilla. Students will use a time -line

Procedures: Students will begin by taking a virtual tour and watching a map of Spain. They will also use Google earth to explore its streets and topography. They will also identify the well recorded history of the region (since first century) using a time line. Students will read pages 2-5 and individually and answer the comprehension questions at end of each caption. Finally students will compare Spain's current form of government with the US government.

Hw: Create a time –line about yourself using the preterite on captions, illustrations and/or pictures. Rubric to be provided. – Due Friday

Materials: Glencoe at home connections –Self time-line instructions and model, textbook: Expresate 3
Website: <http://go.hrw.com> keyword exp3 ch1, and www.googleearth.com

Thursday 9/23/10

Objective/s: 1. Students will talk about the past, what they liked and did using the preterite form.

Procedures: Students will quickly review the preterite conjugations and their irregular forms. They will also volunteer to role-play the different statements on pages 8 and 9. Students will then complete activities 2-4 on page 10.

Hw: Formulate a question for each of the statements on act5. P.11 – Make sure you use the preterite correctly.

Materials: Expresate 3 and class puppets if needed.

Friday 9/24/10

Objective/s: 1. Students will present their time-lines using the preterite.

Procedures: First students will proceed to present their time-lines. Peers will be rating each presentation on language use and content. After this is done, they will draft what they did this past summer using between 5 to 10 sentences in the preterite.

Hw: Read page 12 of your textbook about “Las fiestas en el pueblo de Felipe”. Then answer the true/false questions.

Materials: fotos, timelines, Glencoe outline, Expresate 3

Spanish I – (8th grade)

Monday 9/20/10

Objective/s: To review information and demonstrate ability to ask and tell names in Spanish, greet each other and tell how we are doing, and tell where someone is from.

Procedures: First, students will begin the class by listening to a native speaker and decide whether the people are asking someone's name or giving a name (p7. Act 11). Then students will correct the two activities they had for homework, followed by singing the song "De donde es?". Students will prepare to listen again (p.11. act. 10) and will correctly identify where each person is from.

TPR cool down: Conversation using puppet.

Hw: 1. Study all vocabulary notes. 2. There will be a quiz tomorrow on what was covered during today's objective. 3. Read grammar section on top of page 12 and notal cultural on the right – Be ready to discuss.

Materials: Expresate textbook, Class puppets, and "de donde Es?" song – by McDougall.

Tuesday 9/21/10

Objective/s: Students will utilize subjects and verbs correctly in sentences.

Procedures:

1. Students will complete an evaluation of material covered last week and reviewed yesterday.
2. After completing their quiz, students will discuss last night's reading on subjects and verbs. Students will identify both in Spanish sentences (p12). Then they will also identify the subject and replace it by the appropriate subject pronoun in Spanish (p 13. Act 14). They must justify their answers with factual evidence.

TPR cool down: De donde es?

Hw: 1. Students will write descriptions of people visually presented (p.13 act. 15).

Materials: Expresate textbook, Class puppets, and introductions quiz.

Wednesday 9/22/10

Objective/s: 1. Students will utilize subjects and verbs correctly in sentences.

Procedures: Students will share and discuss their choice of descriptions. Then, they will observe a model of the use of pronouns (p14) and will use both written media and total physical response to understand this point. Students will suggest people with whom it would be appropriate to use "Usted" (formal You). Students will analyze points 3 and 4 (p16) on their own and get ready for demonstrations. Various groups of students will stand and volunteers would tell and explain whether they would use the masculine form or the feminine form of the plural pronouns with each group.
TPR cool down: De donde es?, and kinesthetic activity on pronouns.

Hw: 1. Study notes. 2. Complete the conversation using the correct subject pronoun (p15. Act 18).

Materials: Expresate textbook, Class puppets, and online activities from <http://my.hrw.com>

Thursday 9/23/10

Objective/s: Students will synthesize all the information learned during the week.

Procedures: Students will begin by reading pp. 16, 17 and in open discussions compare/contrast their culture to some common Latin American costumes. Students will listen as to a Spanish teenager and will determine the correct visual cue to each part of the conversation in a sequence. Then students will imagine they are reporters and would role-play interviews with partners, including the teacher (They will use their puppets for this). While doing this they must greet the person, ask the person's name, ask where he/she is from and say goodbye. Finally students will start watching a video where all components of the week are embedded and will take an interactive tour of Spain.

Hw: 1. Copy numbers 1-20 on page 18. Complete p.18 activity 20 (Numbers in our everyday life)

Materials: Expressate textbook, workbook, Class puppets, and online activities from <http://my.hrw.com>

Friday 9/24/10

Objective/s: To take a virtual tour of Spain, and learn about its costumes, art, languages, and cities.

Procedures: Students will begin by taking a virtual tour and watching a map of Spain. They will also use Google earth to explore its streets and topography. They will also virtually be a participant of several celebrations, specially "La feria de Malaga" using classzone.com. They would also appreciate its art while describing abstract pieces using Spanish colors.

TPR cool down: Learn how to dance Flamenco @ e-village.com

Hw: 1. Project: Spain Brochure "Bienvenidos a España" (topics: tourist attractions, art, food, music and dance, etc).

Materials: Castanets, Flamenco dress worn by teacher, online activities from <http://my.hrw.com>, www.classzone.com, www.googleearth.com and www.e-village.com